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ABSTRACT

Various planning issues related to the development of a program to train paraprofessional counselors as Adult Career Development Specialists are considered in this four-part report. Part I presents a literature review dealing with the developmental tasks associated with the various stages of the adult life cycle, the need for new adult guidance techniques to address both career and developmental needs, and the usefulness of peer counseling in meeting these needs. Part II discusses the feasibility of paraprofessional training as determined by: (1) a survey of existing programs for adults in 28 four-year and 17 two-year institutions; (2) consultation with vocational faculty and administrators at Chaffey College and other institutions; (3) mailed and telephone surveys of public and private social service agencies; and (4) the results of a pilot training program initiated by Chaffey College. Part III presents the curricula, including course descriptions, for three program alternatives--certificate only, certificate programs which require an associate degree, and certificate programs in which the associate degree is optional. Part IV concludes the report with discussions of the lack of employment for persons trained in this specialty area, the funding problems in establishing the training program, and the difficulties in finding internship placements for paraprofessional counselors. (JP)

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THE TRAINING OF ADULT CAREER DEVELOPMENT SPECIALISTS:

The Desirability, Feasibility, and Constraints of Developing a Curriculum in the Community College

A Report of the Mid-Life Career Redirection Center,
Chaffey College, Alta Loma, California

September 1, 1979

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INTRODUCTION

The purpose of this paper is to determine the desirability, feasibility, and constraints regarding the development of a curriculum to prepare para-professional counselors as Adult Career Development Specialists. The report represents work undertaken by the staff of the Mid-Life Career Redirection Center through grant funds from the Vocational Education Administration, H.E.W. This project was originally designated as goal number 3 of a proposal to conduct a project under sub-part 3 of Public Law 94-482 which was funded on March 1, 1978. The project was entitled The Mid-Life Career Redirection Center and was conducted under the auspices of Chaffey Community College.

This study meets the requirements of Objective 14 of the original grant proposal, which states:

> A written report will be available which establishes the desirability, feasibility, and constraints of developing a curriculum for preparing Adult Developmental Specialists at the Associate in Arts level. This report will also delineate the articulation possibilities with presently existing B.A. level programs offered at neighboring four-year institutions.

The report will examine the need for career services for adults and the training and employment of para-professional counselors to deliver these services. The results of a survey of existing programs for adults at various public and private educational and social service institutions will be discussed. A specific curriculum for the training of para-professional counselors in adult career services will be presented. Current employment outlook for para-professionals and funding for training programs will be considered.

This report will be disseminated to local and regional community colleges, selected four-year institutions, to the office of the Chancellor of the California Community Colleges, and to the State Department of Education. This report will also be available to agencies and schools which have an interest in the problem of adult career guidance and counseling.

The research in this paper was conducted by members of the Counseling Department and the Mid-Life Career Redirection Center of Chaffey Community College. Dr. Martin Gerstein, Executive Dean, Student Services, served as Project Director. Michele Papen-Jordan, Director of Counseling, also served as Project Supervisor. Andrew Berner and Diane Schuster were Project Counselors. The formal survey of social service agencies reported in Section II was conducted by Doreen Baylus, Director of Guidance Services, Leticia Ceballos, Program Assistant, and Pauline Castellan, Adult Career Development Specialist. Special consulting for this report was provided by the La Verne Center for Education and Therapy, Barbara Acord, Director. This final report was written by Andrew Berner with editorial and research assistance provided by Susan Pribble.

I. Desirability for Developing a Curriculum for the Preparation of Adult Career Development Specialists

A. Need for Career Services for Adults

According to Solomon Arbeiter of the College Entrance Examination Board, at any given time there are 40 million adult Americans who are thinking about changing jobs or professions. Of these 40 million adults, only 37 per cent are aware of career guidance services, and a majority of the adults surveyed felt that the guidance services offered were "not right" for them. Special pilot projects appealing to specific target populations, such as mid-life career changers, are needed to meet the needs of this potential clientele (Arbeiter, 1979).

Scholarly literature on adult development has consistently pointed out that, during certain periods of the adult life cycle, career concerns are a primary issue. Daniel Levinson and his associates (1978) have identified three time periods when men may be particularly involved in career decisions: (1) Ages 22-28, the period of identifying and establishing a career path; (2) Ages 28-33, the period of changing, modifying, or building a career; (3) Ages 40-45 (Mid-Life Transition), the period in which career decisions are re-evaluated. Roger Gould (1978) has pointed out that adults never reach their full potential, even in their careers, but always move toward it. Gould suggests that adults often question themselves regarding talents or abilities they have which are underdeveloped or underutilized. Gould argues that between the ages of 35 to 45, adults feel an urgency to attain their life's goals, and this sense of urgency may make careers vulnerable to dissatisfaction. Bernice Neugarten and her associates (1964) believe that middle-aged people perceive their environment as rewarding boldness and risk-taking. They see themselves as having the energy to seize the opportunities presented to them by the outer world. Roughly by age 40, according to Neugarten, adults feel an active mastery of the world and can apply that energy to new or continued career concerns.

George Vaillant (1977) studied a group of ninety-five men and identified three necessary elements in career development: finding a mentor (ages 20-30); breaking the relationship with a mentor (ages 30-45); dissatisfaction with career accomplishments.

Whitbourne and Weinstock (1979) have summarized the research literature on adults and career development. They identify four phases of adult development with corresponding career tasks as follows:

Developmental Phase	Career Tasks
Early Adulthood (20-30 years)	1. exploration, choice, and career commitment 2. finding a mentor
Middle Adulthood I (30-45 years)	1. settling into a career 2. seeking career goals 3. breaking with mentor
Midlife Crisis (40-50 years)	1. dissatisfaction with career
Middle Adulthood II	1. final effort to achieve career security 2. slowing down of career activity

In addition to the career tasks listed above, McCoy (1978) has summarized the literature to identify other adult developmental tasks. Along with the tasks, she suggests some programmatic responses to those tasks.

Tasks	Program Response
1. Search for meaning.	1. Search for meaning workshops.
2. Reassess marriage.	2. Marriage workshops.
3. Reexamine work.	3. Mid-career workshops.
4. Relate to teenage children.	4. Parenting: focus on raising teen age children.
5. Relate to aging parents.	5. Relating to aging parents workshops.
6. Reassess personal priorities and values.	6. Values clarification; goal-setting workshops.
7. Adjust to single life.	7. Living alone, divorce workshops.
8. Problem solve.	8. Creative problem solving workshops.
9. Manage stress accompanying change.	9. Stress management, biofeedback, relaxation, TM workshops.

In an analysis of a currently existing career guidance program in a community college, Papen-Jordan (1977) has identified many shortcomings of traditional career services for adults:

1. Prior life and career experiences are not focused upon through traditional career guidance techniques.

2. People over the age of 30 have specific vocational developmental tasks (e.g., withdrawal, discovery, re-entry), which they need to resolve in the process of career choice. These are different from the career tasks of younger adults.

3. Older adults often have a need to place a higher priority on individual time, location and money commitments associated with career counseling than do younger persons.

4. The need to consider physical changes which affect the career options of adults is not addressed in traditional programs.

5. There is a need to consider the psychological dynamics involved in mid-life career redirection, since they are different from those associated with initial career choices.

6. The need to consider role changes, such as those associated with children leaving home or other family upheaval, unemployment after long periods of stability due to technological change, are only peripherally addressed through present traditional programs.

7. Present programs do not sufficiently acknowledge the specific career concerns of the female in mid-life career transition.

8. At present, career counseling services are predominantly oriented to "in-school" individuals, with no recruitment effort directed toward serving the "out-of-school" person at mid-life.

A survey of adult career guidance programs was conducted by the American Institute for Research (AIR) in 1974. This study identified 752 programs in adult guidance, surveyed 460 programs, and selected 79 exemplary programs as models for adult guidance. AIR found that at the present time, the adult population is primarily served in two ways: (a) individual counseling which may include the administration and interpretation of a variety of traditional interest, aptitude, and personality instruments; (b) enrollment in credit courses of traditional length, designed to assist the student in the process of formulating career objectives. These courses include instruction in the use of career information and job-seeking skills, such as interviewing, resume writing, and job search techniques. Some special supportive services are available for women, handicapped persons, incarcerated individuals, and disadvantaged students; however, these services are not typically available to the general adult population. The AIR study identified eight major goals in model program:

1. Encourage personal growth.
2. Teach survival or coping skills.
3. Teach career decision-making skills.
4. Provide information on how to enter or re-enter educational institutions.
5. Teach job-seeking and maintenance skills.
6. Provide information on how to enter or re-enter the job market.
7. Teach vocational skills.
8. Encourage selection of non-traditional careers.

From this brief review, it can be seen that:

a) a large number of adults could profit from career guidance services.

b) traditional career guidance programs do not meet the developmental needs of adults.

c) new career guidance techniques and programs for adults need to be developed.

d) career guidance programs for adults should address developmental as well as career issues.

B. Use of Paraprofessional Counselors to Provide Services to Adults

Counselors, as presently trained, have not received adequate preparation to deal with all of the needs of adults at mid-life. Most research on adult development is of very recent origin, and few courses are offered in counselor training programs which give counselors some exposure to the general needs of adults at mid-life. The literature on career redirection for adults is even less known and available to the majority of counselors. Even if counselors were to become skilled in the delivery of career and other counseling services to adults, if Arbeiter's figure of 40 million is correct, there will never be enough counselors with advanced degrees to meet this need.

For some time now, the use of paraprofessionals or "peer" counselors has been suggested as a way to deliver needed services to larger numbers of people than professionals can reasonably expect to serve. Training paraprofessionals involves the basic assumption that people can be taught certain techniques, learn them through supervised direct experience, and become effective helpers. This training can be accomplished in a short period of time since it is not necessary for the paraprofessionals to learn the theories and principles underlying the techniques. Carkhuff has been one of the pioneers in this area, and his two volume work, Helping and Human Relations (1969), is regarded as a major resource. Earlier, with his colleague Berenson (1967), Carkhuff established some of the principles given above. In addition to developing a training model (The Development of Human Resources, 1971), Carkhuff has been active in publishing research on the outcomes of his training programs (1968).

The literature on paraprofessionals in journals is abundant. Zimpfer (1974) reported over 100 articles on the subject published only in the American Personnel and Guidance Association's ten journals between 1964 and 1972. Of

particular interest to higher education is the volume by Zimpfer, Paraprofessionals in Counseling, Guidance, and Personnel Services (1974), a collection of APGA articles covering a broad area of topics such as institutional support, applications of paraprofessional programs, training models, staff development, and research. Delworth, Sherwood, and Casaburri (1974) published a specific model of training paraprofessionals, and point out its uses in orientation programs, counseling centers, residence halls, academic advising, and student activity planning. The American College Personnel Association has also examined the subject in its monograph Innovations in Counseling (1971), edited by Magoon and Scott.

Research on paraprofessional training tends to support the premise that adults could serve as very effective counselors to their peers in a variety of situations and settings. Wolff (1969) studied students as campus mental health workers and found that using trained students as group experience leaders can favorably affect the interpersonal relationships of freshmen. Berenson, Carkhuff, and Myrus (1966) found that trained student counselors could help increase the effectiveness of the interpersonal functioning of other students. Zunker and Brown (1966) found trained undergraduate student counselors were as effective as professional counselors on all criteria they studied. Elledge (1978) studied the effect of peer-group counseling on self-concept among adult re-entry women in a community college. She found that peer-counseling seemed to enhance both self-concept and an increased sense of self-control in the adult women she tested.

The training of adults as paraprofessional counselors raises some interesting issues. In his 1969 best-seller, Future Shock, Alvin Toffler criticized schools for being geared to the past. In his view, one of the best skills which schools could teach their students is learning how to relate to

others. This should be the chief goal of paraprofessional training programs. It would seem that this goal is receiving some acceptance in formal curricula. In 1966 Purdue University initiated the first "associate professional" program in human services; by 1970 there were over 700 college programs to educate human service paraprofessionals (Gartner and Johnson, 1970). Besides formal programs offered through courses and awarding degrees, paraprofessional training programs are offered informally in many student services departments and mental health agencies.

While they are by no means a panacea, the evidence suggests that paraprofessional training programs can serve an important function in providing career services for adults. The use of paraprofessionals could be a demonstrably effective way to increase direct assistance to adults in working through their developmental issues. Paraprofessional programs bring a new methodology to both the curriculum and extracurricular activities, and they may provide skills useful to adults. Finally, these programs may be helpful tools to counselors and student personnel workers in defining their roles and increasing the effectiveness of the services they render to adults.

II. Feasibility of a Paraprofessional Training Program for Adult Career Development Specialists

To determine the feasibility of establishing a paraprofessional training program, the following tasks were undertaken by the staff of the Mid-Life Career Redirection Center at Chaffey College:

A. a survey and/or visitation was conducted of existing programs for adults at four-year and two-year educational institutions, and special organizations serving adults.

B. academic and vocational faculty and administrators were consulted at Chaffey College and other educational institutions.

C. a mail and telephone survey of public and private social service agencies in the area of Chaffey College was conducted.

D. a pilot training program for Adult Development Specialists was initiated by the staff of the Mid-Life Center.

The work on the above four tasks began in March, 1978 and was completed in June, 1979.

A. Survey of Existing Programs in Educational Institutions

Three types of institutions were selected to be contacted either by mail, telephone, or in person by members of the Mid-Life Center staff:

1. four year colleges and universities.
2. two-year community colleges.
3. public and private social service agencies.

The four-year schools were selected on the basis that (1) a faculty member or administrator at that school has published in the field of adult development; (2) a person at that school was working in the area of services for adults and was known to a Mid-Life Center staff member; or (3) a person from that school contacted the Mid-Life Center for information about the Chaffey College program. Contacts with the community colleges and other organizations were made on the same basis. In addition staff members made personal contact with representatives of all the social service organizations. Appendix A lists the schools and organizations contacted.

All schools and agencies contacted were asked similar questions:

(1) What programs or services do you have to assist adults in career selection and planning?

(2) What programs or services do you have to assist adults in working through their developmental issues?

(3) Do you use paraprofessionals or peer counselors in your programs?

Although this survey tended to be rather informal, the response from the 28 four year and 17 two-year institutions was favorable to initiating some type of curricular offering. Many of the schools queried were attempting to provide career and developmental services to adults, but were offering the traditional services enumerated in Section I of this report. Only a few of the four-year institutions offered counseling services to adults, although most had either a women's reentry program or specially designated continuing education courses for adults. The two-year institutions provided more career services than the four-year schools. With the exception of one community college, all schools used professional counselors to deliver the services. In many schools, the program for adults was the responsibility of one counselor or student personnel worker who reported they worked alone.

To summarize this survey, the Mid-Life Center staff found:

1. of the 28 four-year schools contacted, 15 (53%) responded by stating they had some type of program for adults. None of these institutions used paraprofessional counselors.

2. of the 17 community colleges surveyed, all provided some (usually traditional) career services to adults, few addressed other issues of adult development, and only one used peer counselors.

3. of the 7 other types of organizations contacted, four provided career services for adults, addressed adult developmental issues, and used peer counselors to help with the delivery of services.

B. Consultation with Academic, Vocational, and Administrative Faculty

During the period March, 1978 to June, 1979, the staff of the Mid-Life Career Redirection Center talked with academic, vocational, and administrative faculty both at Chaffey College and at other community colleges and four-year institutions about establishing a training program for paraprofessional counselors. Academic faculty were consulted in departments of psychology, sociology, social science, and education about appropriate courses and content for such training. Vocational educators and career counselors were consulted about both career guidance techniques and appropriate training for peer counselors or adult development specialists. Administrative faculty were consulted about the constraints of introducing new offerings into established curricula and costs of establishing a new training program.

On the whole, response from all three of these faculty units was positive toward the inauguration of a peer counselor program. Some academic faculty expressed reservations, however, about initiating too many courses which would be too specific, and they argued that a program should incorporate as many courses as possible from the already established curriculum. Career counselors expressed concern about the appropriate use of both paraprofessionals and interns from graduate degree programs. Career counselors seemed to want to be satisfied that they would receive some benefit over a specified time period from the peer counselors; i.e., they wanted to be sure that peer counselors would not leave as soon as they had been trained, but would commit themselves to remain with a program for at least one year. Administrators cautioned about the cost of introducing any new programs at a time when spending is being carefully monitored and budgets are being cut from already existing programs. None of the persons consulted expressed any opposition to the use of paraprofessionals to assist in the delivery of services to adults.

C. Survey of Public and Private Social Service Agencies

Since the staff of the Mid-Life Center discovered that the largest existing group of paraprofessional counselors was being employed through the public and private social service agencies mentioned in section A, it was decided to conduct a broader, more systematic survey to determine if there might be a need for a training program for these agency personnel. To accomplish this, a brief (3 pages) questionnaire was devised, which elicited the following information: (1) number of paraprofessionals employed by the agency; (2) level of education of the paraprofessionals; (3) responsibilities or job description of the paraprofessionals; (4) agency interest in a training program for these paraprofessionals. Thirty-one (31) agencies were selected out of local mental health directories and the survey was mailed to them. Seventeen agencies (54 percent of the sample) responded. The questionnaire used (Appendix B), and the results of the survey (Appendix C) are included in this report.

The survey uncovered some interesting facts about the use of paraprofessionals in the area. The largest two employers of paraprofessionals, with sixty and twenty employees respectively, were agencies providing service to children, adolescents, and developmentally disabled adults. The next largest employer was the County Department of Public Social Services which used paraprofessionals, most of whom had bachelor's degrees, to help overburdened social case workers. The fourth and fifth largest employers were both counseling agencies, and did use paraprofessionals to provide direct services to adults, although only a minimum amount of that service involved career counseling. It turned out that many of the agencies surveyed were already using the resources available to their clients through the community college.

Almost all of the agencies using paraprofessionals reported that they felt very positive about the role, function, and service provided by the

paraprofessionals. Nine of the agencies responded that they would be definitely interested in having the community college provide a short-term training program for their paraprofessionals, although the comment was made that they wanted the training to be program specific rather than generally oriented to the career and developmental needs of adults. On the basis of the survey, it appeared that a training program conducted by the community college would receive support from these agencies, but the program would have to be adapted to the particular needs of several of the agencies.

D. Pilot Training Program for Adult Development Specialists

In the fall quarter of 1978, the Mid-Life Center was authorized to hire two college work-study students to act as peer counselors for the Mid-Life Center. Unfortunately, only one student was found who could meet the necessary qualifications for the college work-study program, and only two other students were found during the following academic quarters. These three students were the only persons specifically trained to act as Adult Career Development Specialists during the life of the project's funding, but other peer counselors, in separate areas of the college's Counseling Department (Career Center, Women's Center) and one public agency did receive some in-service training from project staff.

The core of the training program consisted of two courses. In the fall of 1978, the Mid-Life Center established Guidance 510: Adult Development and Learning (4 quarter units) as an academic course (Appendix D). The focus of the course is the study of adult development and learning in a form useful to people who help adults adapt, learn and grow. The course addresses a variety of areas, issues, and questions about adults: adult socialization (including family, career, and community); adult personality development; psychological and biological change during adulthood; cognitive development; current theories of adult development.

The second course of the training program was Guidance 70: Mid-Life Career Redirection Workshop (2 quarter units). The course is offered for personal development (Appendix D). This course was a systematic approach to decision-making which teaches adults how to identify their skills, interests, aptitudes, personality type, values, strengths, and prior life experience. On the basis of identifying these elements, the adult should be able to make an appropriate career choice. The course further teaches the adult how to gather information about job and career opportunities and how to develop strategies for "redirecting" or starting a new career.

Each of the paraprofessional Adult Career Development Specialists, or more simply, peer counselors, were required to take these two courses as the core element of their training program. In addition, an on-the-job training program was devised to give each peer counselor the background necessary to recruit, interview, test and counsel applicants for admission to the Mid-Life Career Redirection Center Program (Appendix E). This portion of the program proved to be too time consuming for one professional counselor to work with only one peer counselor, and so it was only partially used in the overall training of the peer counselors. In addition to the two "core" courses, the peer counselors were encouraged to enroll in the basic introductory psychology class and/or in the basic communication class.

On the whole, the professional staff of the Mid-Life Center felt that the two core courses were adequate to equip the peer counselors to perform their jobs. However, it should be noted that the peer counselors were always under close supervision during the course of the project, and their counseling responsibilities were limited to telephone and in-office recruiting and conducting initial testing sessions for the adult students enrolled in the Mid-Life Center program.

III. Curriculum to Train Adult Career Development Specialists

A. Goals for Training

In considering the content of the curriculum to train paraprofessional counselors, the staff of the Mid-Life Career Redirection Center wanted to include the following elements:

1. a solid academic knowledge of current research on adults, including theories of development, personality, socialization processes, and career needs;

2. basic helping skills such as attending behavior, active listening, effective feedback and empathy;

3. basic knowledge of current career counseling techniques, especially structured exercises useful for group counseling;

4. opportunities for hands-on, supervised experience in delivering career services to adults.

Upon review of existing Chaffey College academic and work experience courses, it was decided that all of the above elements were already in the curriculum, with the exception of a general introductory course in adult development. This course, Guidance 510: Adult Development and Learning, (discussed in the previous section) was introduced into the curriculum in fall, 1978. The Mid-Life Center staff also considered three separate options for the Adult Career Development Specialist program. Option A is a certificate program only. Option B is a certificate program which includes earning an Associate of Arts degree. Option C includes the certificate with or without the Associate degree, and the opportunity to transfer to a four-year school to continue work toward a bachelor's degree. All three options will be discussed below.

B. Courses of Study

1. Option A: Curriculum for a Certificate Program for Adult Career Development Specialists

This short-term program would consist of 24 quarter units of guidance, psychology, Human Services, and cooperative work experience education (CWEE) courses. A certificate would be awarded upon completion of the program. The program would be self-sufficient in that many of the courses would not be transferable to four-year institituions (Guidance, CWEE), but all units would be acceptable toward an Associate degree if the student decided to continue to work for a two-year degree. The courses in this option are:

Core Requirements for the Adult Career Development Specialist Certificate

Guidance 510 ADULT LEARNING AND DEVELOPMENT 4 units

Note: Recommended for freshmen or sophomores who are interested in pursuing a human services occupation in which they will work directly with adults.

Class hours: 4 lecture
Prerequisite: None

The study of adult development and learning in a form useful to people who help adults adapt, learn, and grow. The context for development, performance of adults in family education, work, and community roles. The physical condition of adults; their personality; their learning of new competencies; and the interrelationships among these several factors that affect adult functioning. The scope of study ranges from young adulthood to old age.

Guidance 70A EDUCATIONAL AND VOCATIONAL PLANNING 2 units
(Career Redirection Workshop for Adults)

Student may elect to take this course for a letter grade or on a credit/no credit basis.

Class hours: 2 lecture
Prerequisite: None

The course is designed to introduce students to a career decision-making process which will enable them to arrive at

Guidance 70A EDUCATIONAL AND VOCATIONAL PLANNING (con't)

realistic career choices. Discussion of interests and values; aptitude testing, personality assessment, and other self-exploratory techniques. Explores current employment trends and future projections. (Recommended for freshmen, undeclared majors, and others in need of occupational or career-planning assistance.)

CHOICE OF:

General Studies 35 PEER COUNSELING SKILLS 2 units

Class hours: 2 lecture
Prerequisite: None

This course is designed to provide students in human services and peer counseling programs with an integrated approach to basic helping skills. A maximum of 12 units of General Studies may be applied toward graduation.

OR:

Human Services 110 INTRODUCTION TO INTERVIEWING AND COUNSELING TECHNIQUES 2 units

Class hours: 2 lecture
Prerequisite: Completion of at least 12 college units with a minimum G.P.A. of 2.0.

An introduction to basic interviewing and counseling techniques through the integration of theory, practice, and application. Includes helping skills, stages of counseling, and professional issues.

Human Services 101 INTRODUCTION TO HUMAN SERVICES 4 units

Class hours: 4 lecture
Prerequisite: None

A survey of historical and current philosophies, policies and practices of the various agencies which service individual and community needs. Specific groups in need of services (the old, the young, ethnic minorities, women, the physically and mentally ill, the poor), specific services needed (housing, child care, health care, reproduction control, education, marriage and family counseling, employment, recreation, financial assistance), and the specific public and private agencies designed to serve those groups and needs. Traditional case-work and group-work methods, as well as contemporary community-development community-action programs.

Cooperative Education 82, 83, 84 SUPERVISED GENERAL WORK EXPERIENCE 2, 3, or 4 units

Class hours: 10, 15, 20 hours employment per week
Prerequisite: Student and work must meet the State and College Cooperative Work Experience Education regulations.

A cooperative work-learn program designed to assist students in career decision making. Work stations provide new or expanded learning opportunities or responsibilities for the purpose of developing desirable work habits, attitudes, and career awareness. A weekly lecture may be required which includes the study of knowledge, judgments, skills, and attitudes essential for success in all work situations. May be taken for credit to a maximum of 4 units per term and 9 units total.

THE ABOVE 5 COURSES WOULD BE REQUIRED OF ALL STUDENTS IN THE CERTIFICATE PROGRAM. IN ADDITION, STUDENTS WOULD SELECT 12 UNITS OF COURSE WORK FROM THE FOLLOWING CLASSES:

Guidance 50A, B, C, D SELF-AWARENESS 1, 2, 3, or 4 units

This course is offered only on a credit/no credit basis.

Class hours: 1, 2, 3, or 4 lecture
Prerequisite: None

An opportunity, in a small, informal group, for self-exploration, the solving of problems and the development of meaningful relationships with others. May be taken three times for credit. A maximum of six units may be taken for credit.

The following Guidance 50 sections are designated as Mid-Life Center offerings (Appendix D):

Adjusting to Divorce and Separation (3 units)
Values Clarification and Goal Setting (2 units)
Adult Sexual Issues (2 units)
Understanding Sexual Conflicts (2 units)
Exploring Male/Female Sex Roles (2 units)
Assertiveness Training (2 units)

Guidance 71A, B EMPLOYMENT PLANNING 1 or 2 units

This course is offered on a credit/no credit basis.

Class hours: 1 or 2 lecture
Prerequisite: None

Guidance 71A, B EMPLOYMENT PLANNING (con't)

Acquaints the student with the knowledge, judgments, skills and attitudes essential for success in the world of work. Discussion of employer-employee relations, human relations on the job, motivation, educational and career guidance, work environment, management skills, responsibilities, job advancement, occupational opportunities. Designed to meet the coordinating-class requirement for general work experience, but need not be taken concurrently.

Guidance 72A, B, C WHAT JOB DO I WANT AND HOW CAN I GET IT? 1, 2, or 3 units

Class hours: 1, 2, or 3 lecture
Prerequisite: None

This course is designed for students about to enter the job market who want to identify their assets and learn how to project these to an employer. The first half of the course focuses on identification of interests, abilities and needs, decision-making and career planning. The second half covers interviewing techniques, resume writing and creative job-hunting techniques.

Psychology 110 INTRODUCTION TO PSYCHOLOGY (Cx) 4 units

Class hours: 4 lecture
Prerequisite: None

Survey of modern psychology, including methods of psychology, perception, learning, motivation, personality, abnormal behavior, social behavior, and brain mechanisms in behavior and consciousness.

Psychology 120 PERSONAL AND SOCIAL AWARENESS 4 units

Class hours: 4 lecture
Prerequisite: Minimum grade of C in Psychology 110 or equivalent

Study of factors affecting personal and social adjustment, with an emphasis on interpersonal relationships.

Psychology 132 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD (Cx) 4 units

(Formerly Psychology 130)

Class hours: 4 lecture

Psychology 132 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD (Cx) (con't)

Prerequisite: Minimum grade of C in Psychology 110 or equivalent.

The study of human development from conception to adolescence and young adulthood. Social, cognitive, and physical changes in the behavior of the growing child are examined in the light of contemporary research findings and theoretical orientations.

Psychology 133 DEVELOPMENTAL PSYCHOLOGY: YOUTH AND ADULTHOOD 4 units

Class hours: 4 lecture
Prerequisite: None
Recommended Preparation: Minimum grade of C in Psychology 110 or equivalent.

Youth, maturity, and aging processes of the individual are explored within a psychological framework and in conjunction with relevant social and cultural concepts.

Psychology 135 THE PSYCHOLOGY OF ADULTHOOD AND AGING 4 units

Class hours: 4 lecture
Prerequisite: Minimum grade of C in Psychology 110 or equivalent.

Behavior patterns in aging. Particular focus on biological and environmental influences on the behavior of older adults.

Human Services 120 INTRODUCTION TO GERONTOLOGY 4 units

Class hours: 4 lecture
Prerequisite: None

An introductory overview of the field of aging: statistics research, theories, and practices. Several populations are targeted: professionals, paraprofessionals, and practitioners who work with persons 55 years and older; students interested in the aging process who wish to acquaint themselves with current information in the field of aging. The course is designed to increase student awareness of the various aspects of aging and to meet in-service and training needs for workers in the field. Areas to be covered include: social realities of aging in America; ageism and destructive myths about aging; biology of aging theories; psychology of aging theories; health, nutrition and economics of aging; morale, careers and personal growth of the old; death and dying processes; and community support, treatment, and help for the old in America.

2. Option B: Curriculum for an Associate of Arts Degree in Psychology with a Certificate as an Adult Career Development Specialist

The student who chooses this option would take all of the required courses for the Associate of Arts degree in Psychology instead of the elective courses listed in Option A. For the Psychology major, the student would substitute the five required courses listed above as the core requirements for the certificate in Adult Career Development.

The Psychology program is suited to the needs of both the two-year student and the transfer student who wishes a major or minor in psychology or related fields. It is designed to provide the student with a greater understanding of the behavior of living organisms as individuals and in groups.

MAJOR REQUIREMENTS FOR THE ASSOCIATE IN ARTS DEGREE:		UNITS
Psych 110	Introduction to Psychology	4
Psych 111	Special Topics in Psychology	4
Soc Sci 101	Statistics for Social Science	5
Engl 101	Composition	4
Plus any 1 course from the following:		
Psych 110L	Laboratory for Introductory Psychology	1
Psych 140L	Laboratory for Physiological Psychology	1
*Psych 202	Introduction to Research Methods in Psychology	5

Plus any 16 units from the following, chosen from at least three different disciplines:

Anthro 103, 203
Biol 100, 101, 104, 109, 150A, 150B
D.P. 101
Child Dev. 100
Math 150
Phil 201, 202, 204, 210, 211, 212
Soci 101, 107, 108, 109
Soc Sci 105, 106, 117

Note: *Psychology 202 may be used to meet requirements in one area only.

3. Option C: Curriculum for a Certificate as an Adult Career Development Specialist

Students who wish to transfer to one of the campuses of the State University and Colleges systems would follow either the program outlined for the Associate of Arts Degree in Psychology, or they could choose the general education major currently available. Under this option, students would take a minimum of 60 units required to transfer to a four-year institution. The courses which fulfill this 60 unit requirement are listed in all community college catalogs. In addition the 60 units, the student would take the 5 required core courses for the Certificate Program and would choose electives in the Certificate Program from the courses which are acceptable to four-year institutions for transfer credit. Students who select this option would work closely with an academic advisement counselor in selecting courses so that they would not lose any time in becoming eligible to transfer to a four-year institution.

In considering a curriculum suitable for transfer to four-year institutions, the Mid-Life Center staff contacted representatives of public and private four-year institutions. The public colleges and universities felt that they would not be able to give academic credit for any of the core courses required as part of the certificate program since they do not meet the State-approved courses for transfer to schools in the State College and University Systems. Therefore, the 12 core units would not apply to transfer to a public college or university.

Representatives from the private four-year institutions indicated that they would accept for transfer Guidance 510 and Introduction to Human Services as academic courses. Selected private institutions said they would consider Peer Counseling Skills or Introduction to Interviewing and Counseling

Techniques for academic credit. One school also indicated that supervised general work experience would be acceptable for transfer credit. Therefore, the private colleges might accept anywhere from 8 to 12 units of the certificate program for transfer. (The public schools contacted were the University of California at Riverside and California State College at San Bernardino. The private schools contacted were Pitzer College and the University of La Verne.)

IV. Constraints Against Developing a Program to Train Adult Career Development Specialists

A. Employment Outlook for Paraprofessionals

The single most important constraint against developing a training program for Adult Career Development Specialists is the lack of suitable employment for persons trained in this specialty area. The results of the survey conducted by the staff of the Mid-Life Center indicate that the largest number of job placements for paraprofessional counselors exist in agencies for the developmentally disabled, problem adolescents, and public assistance programs. Career guidance services for adults are primarily available through schools and counseling agencies, and the majority of these employ only one professional counselor. Although the need for adult career guidance and counseling services is clear, the delivery of such services remains very low on the list of service priorities in schools and agencies. Even if such services were to be expanded in the future, it seems likely that professional counselors would be hired first to provide these services. Graduate schools are currently producing a sufficient number of master's and doctoral level counselors to fill current job market needs.

B. Funding Support for a Training Program

At the time of the writing of this report, it is believed that grant funds will not be available to support all of the prior year activities of the Mid-Life Center during the coming 1979-80 academic year. To introduce a training program employing the curriculum outlined in Section III would require the services of at least one half-time counselor who could teach some of the classes and provide the direct on-the-job supervision of the paraprofessional counselors. No such funding currently exists. In addition, to make the program cost-effective, a minimum of twelve to fifteen adults would have to

enroll in the fall, 1979 quarter. The recruitment, selection, and admission to the program of adult students would require staff time and resources not currently available. Due to limitations on spending imposed by Proposition 13, as well as spiraling expenditures caused by inflation, the Chaffey Community College District will likely be able to fund only the most popular of the Mid-Life Center services to adults in 1979-80. On the basis of prior enrollments, this would include only Guidance 50 and 70 classes. It must also be noted that the federal Work-Study Program, which funded the three adult student peer counselors during 1978-79, was only able to allocate funds to support one peer counselor position for 1979-80. This lack of potential financial assistance to prospective adult students would severely hamper any future recruiting efforts.

C. Availability of Field Work and Internship Placements for Paraprofessional Counselors

An additional constraint on a training program is the current lack of appropriate placements for field work and/or internship placement for adult career development specialists. As previously mentioned, only a few public and private agencies were identified which actually employ paraprofessionals. To place paraprofessional counselor trainees in these agencies for supervised field work experience would require negotiations between the college and the agency, and no personnel are currently available to undertake this assignment.

Some students could be placed in various counseling centers within the college. Besides the Mid-Life Center, there are four other centers in the counseling department: Advisement, Career, Human Services, and Women's Centers. Each of these centers could take some of the paraprofessional trainees. However, in terms of future employability, it would be clearly to the student's advantage to have some experience in a non-academic setting.

It has already been mentioned that some professional counselors have expressed concern about the amount of training and supervision time required of them in order to teach the paraprofessionals enough to have them give effective service to clients. In order to derive any value from having paraprofessional trainees, it would appear that paraprofessionals must work a minimum of six months in a particular setting to become fully acquainted with, and knowledgeable about, the particular aspects of any given type of counseling program. The curriculum was designed to provide field work for two academic quarters, but no provision can be made to fund released or compensatory time to on-the-job field work supervisors, all of whom would have to be fully qualified professional counselors.

V. Summary and Conclusion

A. Summary of the Report

This report has been prepared to examine the desirability, feasibility, and constraints of developing a program to train Adult Career Development Specialists. The need for career services for adults is clear, but current community college career services often do not meet the specific career and developmental needs of adults. The training of paraprofessional counselors to provide career and developmental services to adults would be a means of helping professional counselors to serve the adult population. Such a training program would be welcomed by both private and public educational and social service institutions. Although the need for career services for adults is great, at the present time there does not exist a large enough job market to warrant the initiation of a training program for paraprofessional counselors.

B. Conclusion

As a result of the study conducted by the staff of the Chaffey College Mid-Life Career Redirection Center during the period from March 1978 to June 1979, the following conclusions may be drawn:

1. At the present time, professional counselors are not adequately trained to provide career and developmental services to a large adult population.

2. Paraprofessional counselors could be trained to provide these services.

3. Training programs could be started using currently existing academic courses offered in community colleges.

4. Although the need is great, and training could be provided, the funding is not currently available to support such training programs.

5. Even if funding were available to support training programs for paraprofessional counselors, the external job market would not provide enough employment opportunities for adults trained as paraprofessionals.

B. Conclusion (con't)

6. On the basis of the above 5 conclusions, the initiation of a training program for paraprofessional counselors is not warranted or justifiable at the present time. Should the funding and employment possibilities for such paraprofessional training change in the future, then a training program should be initiated.

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APPENDIX A

EDUCATIONAL INSTITUTIONS CONTACTED:

Four Year Colleges and Universities:

California State College, San Bernardino
California State University, Fullerton
California State University, Hayward
California State University, Long Beach
California State University, Los Angeles
California State Polytechnic University, Pomona
City College of the City University of New York
Claremont Graduate School
C. W. Post Center of Long Island University
Empire State College of the State University of New York
Farleigh Dickinson University
Harvard University (Medical School)
Johnston College of the University of Redlands
Ohio State University
Pitzer College
State University of New York at Stonybrook
Teachers College, Columbia University
Union for Experimenting Colleges and Universities
University of California, Berkeley
University of California, Los Angeles
University of California, Riverside
University of California, San Francisco
University of Chicago
University of Kansas
University of Rochester
University of San Francisco
Yale University

Total: 28

Total Response: 15

Percentage Responding: 53%

Two Year Community Colleges

Citrus College
Coastline Community College
College of Marin
Crafton Hills College
Cypress College
Diablo Valley College
Fullerton City College
Golden West College
Long Beach City Co lege
Mt. San Antonio College
Orange Coast College
Palomar Community College
Riverside City College
San Bernardino City College
Santa Barbara City College
Santa Ana College

Total: 17

Other Organizations

Career Center, Santa Monica, California

Career Development Center, Goddard Space Flight Center, Greenbelt, Maryland

Firehouse Community Services Center, Montclair, California

Reach Out - West End, Ontario, California

San Bernardino County Department of Public Social Services

San Bernardino County Probation Department

Special Projects, Alcohol and Narcotics (SPAN), Pomona, California

Total: 7

APPENDIX B

CHAFFEY COMMUNITY COLLEGE DISTRICT

Mid-Life Career Redirection Center

TO:

Paraprofessional Adult Career Development Specialist

AGENCY QUESTIONNAIRE

1. What is the number of professionals employed by your agency?

   Ph.D. Level_____
   M.A. Level _____
   B.A. Level _____

2. Are paraprofessionals employed by your agency?

   Yes _____ (Please answer a.)
   No _____ (Please answer b.)

   a. If yes, number employed: _____

      What is their educational level?

      B.A. _____
      A.A. _____
      High school or less _____

      Please list briefly qualifications required (other than educational level) for their employment as paraprofessionals:

      _____

      _____

      _____

      Please list their general responsibilities:

      _____

      _____

      _____

Has your experience with paraprofessionals been positive _____ or negative_____ ?

Please explain: _____

_____

_____

Would you be interested in a short-term training program at Chaffey College for people already employed as paraprofessionals by your agency?

Yes _____ No _____

b. If no, have paraprofessionals ever been employed by your agency?

Yes _____ No _____

Would your agency consider employing paraprofessionals?

Yes _____ No _____

If yes, what would you require for ...

1) Education _____

2) Other qualifications, including experience, personal qualities, etc.

_____

_____

_____

If possible, please list briefly what their general responsibilities would be:

_____

_____

_____

Does your funding source allow employment of paraprofessionals?

Yes _____ No _____

3. Does your agency utilize volunteers?

Yes _____ No _____

If yes, what are their responsibilities?

_____

_____

_____

APPENDIX C

Paraprofessional Adult Career Development Specialist

AGENCY SURVEY RESULTS

Responses indicated by agency number refer to the following:

1 - Chino Alcohol Rehabilitation Project

2 - Department of Public Social Services

3 - Pomona Valley Workshop

4 - Chino Youth Services

5 - Fontana Youth Service Center

6 - Rancho Cucamonga Counseling Services

7 - Aztlan Community Services

8 - Chino Council of Social Services

9 - Bilingual Family Counseling Service

10 - Sunrise House Counseling Center, Inc.

11 - Jericho Outreach, Inc.

12 - Pomona Open Door

13 - West Valley Regional Project

14 - Salem Christian Home

15 - West End Family Counseling Services

16 - Kellogg Psychiatric Hospital

17 - Family Service Agency of Fontana

1. What is the number of professionals employed by your agency?

	AGENCY																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
M.D.													1		2		
Ph.D.						1	1	1	1				4		2	1	1
D.S.W.															1		
M.A.		55	1	2	1	4	3	1	4	1		4	2	2	6	4	1
Interns													X		1		
B.A.	2	205	3	1			3	5	2	3	1	1		3			

TOTALS:

M.D. = 3 (2 agencies)

Ph.D. = 12 (8 agencies)

D.S.W. = 1

M.A. = 91 (15 agencies)

Interns = 2 (2 agencies)

B.A. = 229 (11 agencies)

2. Are paraprofessionals employed by your agency? Yes (15) No (2)

AGENCY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
No						X									X		
# Employed	1	15	20	3	1		10	10	2	5	13	3	2	60		?	6
Ed. level:																	
B.A.					1			1	2	3						X	6
A.A.		X	2	1			X	2		2		1		X		X	
H.S. or less	X		18	2			X	7			13	2	2	X		X	

Qualifications required:

- Like working with people
- Ability to accept others as they are
- Industrial work experience
- Ability to work with handicapped
- Experience in counseling
- Knowledge of community dynamics
- Capacity to care
- Common sense
- Emotional stability
- Related life experience
- Bilingual
- Ability to communicate effectively orally and in writing
- General knowledge of mental health, counseling
- Attitude towards professionalism
- Ability to work with people
- Experience in drug abuse, alcoholism
- Dedication, honesty
- Love for others more than oneself
- 1 year experience (volunteer o.k.) plus current enrollment in school
- Knowledge of local Spanish-speaking communities and Chicano culture
- Interest and desire to work with people who are not labeled "normal"
- College level psychology classes or experience in an acute hospital setting
- Some experience in area of human services such as teaching, correctional work

General responsibilities:

- Provide tangible services (transportation, homefinding, shopping, etc.)
- Complete paperwork; screen for service needs
- Supervision of handicapped adults in vocational rehabilitation
- Work with youth and families, providing counseling services in a classroom setting (severely emotionally disturbed)
- Caseload management
- Team lead individual and group counseling
- Recruit, intake, counsel, discharge and follow up clients
- Individual, family and group counseling
- Completion of necessary paper work involved in counseling process
- Counseling directly in an elementary school setting

(General responsibilities continued)

- Maintain confidentiality and professionalism
- Maintain active caseload
- Outreach
- Drug rehabilitation
- Set good example
- Outreach work in the community including, but not limited to, providing residents of local barrios with information and referral for mental health and other social services
- Under supervision of a clinician, provide counseling services, usually with an experienced professional present
- Care, supervision and training of developmentally disabled citizens
- Unit (hospital) coverage at all times; direct patient contact; nurse's aide type duties in addition to one-to-one or group therapy responsibilities under the direction of the therapy staff
- Provide information, education and referral services; provide some direct counseling services under supervision

Has your experience with paraprofessionals been positive (15), negative _____, both (2)?

Comments:

- They are highly motivated, eager to learn
- Have found them to be very helpful
- With inservice training these individual have been able to fulfill their job descriptions, and supervise the clientele. Perceptions of the employees toward our population determines their effectiveness in the workship.
- Our paraprofessionals are people that are well acquainted with our community and our agency.
- By careful screening we have been fortunate in those we have employed.
- This agency was originally established by paraprofessionals; continued growth has permitted employment of professionals.
- There is a positive rapport between client and counselor, counselor and community.
- They are open-minded and willing to learn, and very obedient to those in authority.
- Need much training in working in structured environment.
- They are able to work with a clientele which is often uncomfortable with professionals. They usually have different kinds of life experience than do our professionals.
- Exceptions of course but there are many people who can relate to this work. However, more are needed.
- Using paraprofessionals has given the patient more contact with qualified staff and a more therapeutic milieu.

Would you be interested in a short-term training program at Chaffey College for people already employed as paraprofessionals by your agency?

Yes (9) No (6) No response (2)

Comments:

- We have had interns from Pomona College, Pitzer College, University of La Verne and Cal Poly.
- We provide training and also obtain it from Department of Mental Health.
- If curriculum were program specific

3. Does your agency utilize volunteers?

Yes (16) No (1)

Responsibilities:

- To assume specified duties such as group leader or as a temporary training program which would include training in basic counseling skills and documentation as well as outreach work
- Provide tangible services (transportation, homefinding, shopping, etc.) Complete paper work. Screen for other service needs
- Responsibilities are dependent on educational background and work experience. We are able to utilize volunteers in all three areas of Business Office, Production and Rehabilitation. Volunteers and interns are required to obtain a verification that they do not have TB, and have an interview set up for them to determine how to best utilize their skills.
- Mainly listen and refer to counselors, answer phone, etc.
- Advisory Board; assisting geriatric patients; Big Sister, Big Brother activities
- Very generally, volunteers are utilized in areas best suited to their interests and abilities, but not as counselors.
- Same as paraprofessionals but limited to 1 or 2 of the paraprofessional's general responsibilities.
- May participate in inservice training or workshops at the request of the supervisor. Volunteer will be directly responsible to an appointed supervisor to report on any assigned activities. Counseling of individuals, groups and families under supervision. Responsible for necessary paper work in counseling process. Some school-based activities. Professionalism must be maintained at all times.
- Receptionist; clerical; counseling work
- Counseling and caring for clients
- Co-facilitation of group counseling (prior experience required)
- When we can get volunteers, we work out duties which meet our mutual needs.
- Add the personal touch to everyday living of developmentally disabled citizens needing residential care and training
- Board of Directors; Auxillary. No volunteers are used in casework
- Our facility has used a limited number of students meeting educational requirements in a volunteer-type position.
- Big Brothers; Members of Board of Directors; Relief for regular employees on interim basis

Appendix D, page 42, of the original document was deleted prior to being submitted to the ERIC Document Reproduction Service. It contained a flier describing the Mid-Life Center at Chaffey College that was not reproducible.

APPENDIX E

Training Program for Mid-Life Career Redirection Center Staff

Goal: To provide each staff member with the training needed to recruit, interview, test and counsel applicants for admission to the Mid-Life Center Program.

Objectives:

1. Each staff member will explore their own mid-life issues:
   a. Complete an Individual Vocational Plan (IVP)

2. Each staff member will become familiar with all aspects of the Mid-Life Center:
   a. Read the Mid-Life Center grant proposal
   b. Read all literature on the Mid-Life Center
   c. Read selected materials on the subject of adult development

3. Each staff member will become familiar with all aspects of the Chaffey College Student Services and Counseling Program:
   a. Attend orientation sessions and visit the Career, Actuation, Learning, Women's, Human Services and Advisement Centers.
   b. Visit and talk with staff in the Financial Aid, Handicapped, Veterans, and Job Placement Offices.

4. Each staff member will become familiar with social service agencies in San Bernardino County:
   a. Read the San Bernardino - Riverside County Directory of Agencies.
   b. Read the Thin Edge Directory

5. Each staff member will prepare a presentation on the Mid-Life Center and demonstrate it to other members of the staff.
   a. Contact five agencies and present the Mid-Life Center Program
   b. Collect information on the services provided by the agencies contacted

6. Each staff member will become competent in basic interviewing and counseling techniques.
   a. Practice interview sessions employing the IVP (4 hours)
   b. Basic Counseling Skills Training Course (6 hours)

7. Each staff member will learn to administer the Career Development Inventory (CDI), the Tennessee Self-Concept Scale, the Shipley I.Q., and the Beck Depression Scale.
   a. Take the instrument individually
   b. Score and interpret the instrument under the supervision of a professional counselor.

8. Each staff member will assist a professional counselor in conducting group counseling sessions and will learn to conduct a group under supervision of a professional.

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